

School-wide Benchmarks of Quality TEAM MEMBER RATING FORM

Directions: Place a check in the box that most accurately describes your progress on each benchmark.

Critical Elements	Benchmarks of Quality	Check One		
		In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1. Team has broad representation			
	2. Team has administrative support			
	3. Team has regular meetings (at least monthly)			
	4. Team has established a clear mission/purpose			
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)			
	6. Faculty involved in establishing and reviewing goals			
	7. Faculty feedback obtained throughout year			
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format			
	9. Process includes documentation procedures			
	10. Discipline referral form includes information useful in decision making			
	11. Behaviors defined			
	12. Major/minor behaviors are clearly identified/understood			
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			
	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			
Data Entry & Analysis Plan Established	15. Data system to collect and analyze ODR data			
	16. Additional data collected (attendance, grades, faculty attendance, surveys)			
	17. Data entered weekly (minimum)			
	18. Data analyzed monthly (minimum)			
	19. Data shared with team and faculty monthly (minimum)			
Expectations & Rules Developed	20. 3-5 positively stated school-wide expectations posted around school			
	21. Expectations apply to both students and staff			
	22. Rules developed and posted for specific settings (where problems are prevalent)			
	23. Rules are linked to expectations			
	24. Staff feedback/involvement in expectations/rule development			
Reward/ Recognition Program Established	25. A system of rewards has elements that are implemented consistently across campus			
	26. A variety of methods are used to reward students			
	27. Rewards are linked to expectations			
	28. Rewards are varied to maintain student interest			
	29. System includes opportunities for naturally occurring reinforcement			
	30. Ratios of reinforcement to corrections are high			
	31. Students are involved in identifying/developing incentives			
	32. The system includes incentives for staff/faculty			

Critical Elements	Benchmarks of Quality	In Place (++)	Needs Improvement (+)	Not In Place (-)
Lesson Plans for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction			
	34. Lessons include examples and non-examples			
	35. Lessons use a variety of teaching strategies			
	36. Lessons are embedded into subject area curriculum			
	37. Faculty/staff and students are involved in development and delivery of lesson plans			
	38. Strategies to reinforce the lessons with families/community are developed and implemented			
Implementation Plan	39. Develop, schedule, and deliver plans to teach staff the discipline and data system			
	40. Develop, schedule, and deliver plans to teach staff the lesson plans for students			
	41. Schedule/plans for teaching students expectations/rules/rewards are developed			
	42. Booster sessions for students and staff are scheduled, planned, and delivered			
	43. Schedule for rewards/incentives for the year is planned			
	44. Plans for orienting incoming staff and students are developed and implemented			
	45. Plans for involving families/community are developed and implemented			
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations			
	47. Responding to crisis situations is rehearsed			
	48. Procedures for crisis situations are readily accessible			
Evaluation	49. Students and staff are surveyed about PBS			
	50. Students and staff know expectations and rules			
	51. Staff use discipline system/documentation appropriately			
	52. Staff use reward system appropriately			
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plans			
Classroom Systems <i>**These are pilot items and will not be counted in your overall BoQ score.</i>	Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.			
	Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)			
	Expected behavior routines in classroom are taught			
	Classroom teachers use immediate and specific praise			
	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors			
	Procedures exist for tracking classroom behavior problems			
	Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered			

School Name: _____ District: _____ Date: _____

Person Completing Survey: _____ Position _____ (i.e. Principal, Guidance Counselor)

(Please return this completed rating form to your coach)